

Creating Individual Professional Development Pland

This tool uses teacher self-reflection and coach/mentor observation feedback to establish a plan to help teachers meet program goals phonological awareness instruction.

To start, the teacher completes a self-reflection and a coach or mentor conducts classroom observations to assess the teacher's progress toward program goals. The coach and teacher then meet to discuss the instructional needs identified through the observation and self-reflection. This meeting provides a framework for building an individual professional development plan, including activities teachers need to include in their lessons, support required from the coach, and additional professional development activities and resources required. A sample plan is included below, followed by a blank form for use.

Teachers and coaches should consider using the planning chart tool in *Learning Together About Integrating Phonological Awareness* to identify ways to include phonological awareness instruction in regular classroom activities.

Individual Professional Development Plan (SAMPLE)

Teacher's Name: Jane Smith

Coach/Mentor's Name: William Jones

Date: November 1, 2007

Teacher's Self-Reflection – Instructional Needs	Coach/Mentor's Classroom Observation – Instructional Needs
1. <i>Understand the developmental continuum of phonological awareness skills.</i>	1. <i>Understand why it is important to follow the continuum and begin with sound awareness and manipulation of sounds before introducing sound-letter relationships.</i>
2. <i>Plan small group lessons on blending and segmenting spoken words into their component sounds.</i>	2. <i>Identify where students are on the developmental continuum and use this information to differentiate instruction.</i>
3. <i>Recognize when children are ready to move on to learning sound-letter relationships.</i>	3. <i>Integrate phonological awareness activities into daily classroom activities and routines.</i>
4. <i>Use a variety of activities and games to support phonological awareness instruction throughout the day.</i>	4. <i>Use progress monitoring tools on a daily or weekly basis.</i>

Program Goal 1: Increase knowledge and understanding of the developmental continuum of phonological awareness skills.			
Teaching Objective	Activities to Meet Objectives	Coach/Mentor Support Needed	PD Activities and Resources Needed
Plan instruction along a developmental continuum.	<ul style="list-style-type: none"> Use the developmental continuum to develop a weekly lesson plan. Differentiate instruction for individual children who need additional help. 	<ul style="list-style-type: none"> Meet with the teacher to assist with lesson planning. Assist with identifying instructional strategies for children who need additional help. Suggest ideas and activities for teaching phonological awareness skills at the different levels of the continuum. 	<ul style="list-style-type: none"> In-service presentation on the developmental continuum of phonological awareness skills. Staff meeting to brainstorm and develop a list of instructional activities to use at each level of the continuum.
Program Goal 2: Use a variety of instructional approaches and materials to integrate phonological awareness training into daily classroom activities throughout the day.			
Teaching Objective	Activities to Meet Objectives	Coach/Mentor Support Needed	PD Activities and Resources Needed
Integrate phonological awareness activities into daily classroom routines and transitions.	<ul style="list-style-type: none"> Identify daily routines, transitions, and informal times for integrating instruction. Make a list of songs and sound manipulation activities and games to incorporate into these "informal" times. 	<ul style="list-style-type: none"> Classroom modeling of how to integrate phonological awareness instruction into circle and snack time transitions. Classroom observation of the teacher integrating instruction into transitions. Follow-up feedback conference to discuss additional activities and approaches for integrating instruction throughout the day. Assist teachers with using the planning chart provided in Tool #2, Learning Together About Integrating Phonological Awareness. 	<ul style="list-style-type: none"> Staff meeting discussion of how to use the planning chart provided in Tool #2, Learning Together About Integrating Phonological Awareness. Phonological awareness activity storybooks. Rhyming and sound awareness songbooks. Auditory games resource list for preschool teachers.

Individual Professional Development Plan

Teacher Name: _____

Coach or Mentor Name: _____

Date: _____

Teacher's Self-Reflection – Instructional Needs	Coach/Mentor's Classroom Observation – Instructional Needs

Program Goal 1: Increase knowledge and understanding of the developmental continuum of phonological awareness skills.			
Teaching Objective	Activities to Meet Objectives	Coach/Mentor Support Needed	PD Activities and Resources Needed

Program Goal 2: Use a variety of instructional approaches and materials to integrate phonological awareness training into daily classroom activities throughout the day.

Teaching Objective	Activities to Meet Objectives	Coach/Mentor Support Needed	PD Activities and Resources Needed

Program Goal 3: Identify and provide activities and instructional materials to support the learning needs of individual children in their development of phonological awareness skills.

Teaching Objective	Activities to Meet Objectives	Coach/Mentor Support Needed	PD Activities and Resources Needed

Program Goal 4: Use the results of progress monitoring to assess children's mastery of phonological awareness skills and inform lesson planning and instructional grouping.

Teaching Objective	Activities to Meet Objectives	Coach/Mentor Support Needed	PD Activities and Resources Needed